DOCUMENT RESUME

ED 256 907 CE 041 427

AUTHOR Ramey, Luellen
TITLE Re-Employment Career Planning & Placement: Evaluation of the Oakland University RECAP/JETS Program.
INSTITUTION Oakland Univ., Rochester, MI. School of Human and Educational Services.
PUB DATE Aug 84
NOTE 81p.; Collaborative effort of the Oakland University Continuum Center, the Ken Morris Labor Studies Center, United Auto Workers, and General Motors Fisher Body Division.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Career Awareness; Career Education; *Career Planning; Decision Making; *Dislocated Workers; *Job Placement; *Job Search Methods; *Program Development; Program Effectiveness; Program Evaluation; *Retraining; Self Evaluation (Individuals); Stress Management

ABSTRACT

This paper describes the RECAP/JETS program, an acronym that represents the two components of a training process for laid-off workers: Re-employment Career Planning (RECAP) and Job/Education/Training Selection (JETS). A description of the process of program development discusses developing the collaborative network for program design, establishing the planning and delivery team, and developing the program components and the training package. Next, RECAP/JETS training is described. An outline is provided of the three-week RECAP training that includes five broad categories of instructional exercises and skill development: job search skill development, self-awareness and general skill assessment, career awareness and job market information, decision making and planning, and stress management. Content of the three-week JETS component is also outlined. It includes assessment, job search activities, exploration of retraining and education, job search, retirement planning, and evaluation and followup. Evaluation procedures and results and analysis are described. A summary highlights these results: very positive evaluations of assistance in planning and acquiring skills to reach a goal; positive reactions to the value, usefulness, and importance of RECAP and JETS training; an increase in knowledge of effective job search practices; and a slight trend toward lowered anxiety. Instruments are appended. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L Raney

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RECAP

RE-EMPLOYMENT CAREER PLANNING

JETS

JOB / EDUCATION / TRAINING SELECTION

RECAP/JETS TEAM

Faculty of Human Resources Development, Oakland University

John Atlas
David Meyer
William Moorhouse
Luellen Ramey

Ken Morris Labor Center, Oakland University

Carroll Hutton
Dee Lyons

Continuum Center, Oakland University

Jane Goodman
Elinor Waters

Trainers/Counselors

Verna Brown
Andrea Carr
Janice Cohen
Mary Maki
Diane O'Conner
Judith Schneider
Tobye Stein
Lorene Walker

Peer Facilitators

Tom Andrews
Robert Barnes
Robert Ferrell
Daniel Gorman
Quentus Hart
Alfred Hilliker
James Morway
Fred Osada
Ellen O'Sullivan
Joe Ptaszynski
Ron Smith
Carolyn Williams

Fisher Body Division Plants 21 and 40

John Hill
Terry Linehan
Carl Pearson

United Auto Workers Local 157

Jerry De Clercq
Gene Keisman
Ron Smith

Fisher Body Division - General Offices

Gale King
Dave Putnam

United Auto Workers

Mike Kercien
Ken Morris

Student Assistance

Alan Briscoe
Bill Swick

Secretarial Support

Judy Amir
Rose Marson
Geraldine Spencer

Oakland University
School of Human and Educational Services
Rochester, Michigan 48063

KEY RESULTS
of
TOTAL PROGRAM EVALUATION
(RECAP AND JETS)
Luellen Ramey, Evaluator
April 11, 1984

1. Rate the assistance this program gave you in planning an appropriate personal career goal.

Excellent	33.3%
Good	47.2%
Fair	8.3%
Poor	2.8%
Doesn't Apply	8.4%

2. Rate the assistance this program gave you in acquiring the skills (job search skills, etc.) to reach your goal.

Excellent	38.8%
Good	41.7%
Fair	11.1%
Poor	2.8%
Doesn't Apply	11.2%

3. Rate your progress in reaching your goal.

Excellent	8.3%
Good	47.2%
Fair	25.0%
Poor	8.3%
Doesn't Apply	11.2%

4. Rate the trainers' ability.

Excellent	66.7%
Good	25.0%
Fair	8.3%
Poor	0.0%
Doesn't Apply	0.0%

5. Rate the value of using facilitators.

Excellent	41.7%
Good	41.7%
Fair	11.1%
Poor	2.8%
Doesn't Apply	2.7%

6. Rate the written material.

Excellent	27.8%
Good	55.6%
Fair	13.9%
Poor	2.7%
Doesn't Apply	0.0%

7. In general, how good was the help you got from the <u>total program</u>.

Excellent	36.1%
Good	55.6%
Fair	5.6%
Poor	2.8%
Doesn't Apply	0.0%

8. Would you recommend this program to certain friends and co-workers who would be in a position to gain in their life/work planning?

Definitely	86.1%
Maybe	11.1%
No	2.8%

RESPONSES BY PARTICIPANTS TO QUESTIONS
ASKED UPON COMPLETION OF RECAP/JETS TRAINING

1. Comments on Self Worth

   a. "I feel much better about myself. I have a lot more capabilities than I was aware of before the program."

   b. "I increased my knowledge of self worth, what I've been, am now, and with further work can become."

   c. "I now recognize talents I didn't know I had."

   d. "The course helped me to gain self confidence and the ability to sell myself to an employer."

   e. "It was the most vital self-help program I have seen. They instill in you a feeling of self worth and give you the mechanics to present yourself in the best manner to obtain a job."

2. Comments on Job Search Skills

   a. "This program helped us to know ourselves and our skills and showed us how to present ourselves to an interviewer when seeking employment."

   b. "It is excellent help in reorganizing past life experiences and taking the first step in finding a new career."

   c. "The program shows you how to prepare a resume and to break down your individual skills so that you would be able to present them in a job interview."

   d. "Like the rest, in 25 years I never looked for work, but because of my RECAP/JETS training I coached two other fellows from the plant who did not participate in the program. One day we went out and they both got jobs."

   e. Doors opened for us because we said we were from the O.U./U.A.W./G.M. RECAP/JETS program. Personnel people at several plants let us in and gave us straight job prospect information."

3. On Attitude Change and Stress

   a. "My resentment is gone as far as the corporation is concerned. I found that there are caring people within the organization and that is a big plus."

   b. "One of the biggest things I got out of the program is it helped me to put some of my bitterness on the shelf -- life goes on and now I have taken charge of that."

c. "I've always been hot-headed but now I see I'll get better results if I don't come on so strong."

d. "Anger won't get you employed again."

e. "I have defused a great deal of stress and know how to go on with my life."

f. "It made me feel that I was someone important and realized that there was a great concern for my situation."

g. "Stress relief got me moving toward a job."

4. On Benefits with Family

a. "I had not been able to talk to my family about how I felt until RECAP showed me what I could do. We are communicating now."

b. "I taught my kids the JETS approach and they each got jobs after about thirty interviews."

c. "The course helped many of us to relate to our wives and families after discussing our problems with each other in class."

5. Comments About Benefit to Co-Workers

a. "I was impressed by seeing what it has done for other people. I have been through plant closings twice. The first time it was a disaster."

b. "This time I have seen a lot of people helped both inside and outside the program. This is beautiful."

c. "Keep this program in operation for all the people in need due to a plant closing or indefinite layoff. This program could be their life line. Keep it going. I hope it helps other people like it did me."

6. Comments About the RECAP/JETS Team

a. "I was impressed with the O.U. organization. They were able to pull together people from various backgrounds to form a great delivery team."

b. "I enjoyed being with so many people who are caring. The personnel department staff, U.A.W. representatives, and O.U. staff all had common concerns and showed a willingness to give of themselves."

c. "The trainers allowed fellow workers an opportunity to discuss their problems with their peers. Some things that only people in the same situation would understand provided support from the group."

d. "I liked the ability of the trainers to get people motivated, involved in finding their skills, and out looking for a job."

7. Comments from U.A.W. Shop Committee Members

a. "It is a great program. I have received many favorable comments from the people that were in the program. They were made to feel worthwhile -- never were led to think bad of themselves. The team built them up all the way. A lot have gotten jobs. There still are some seeking. Hopefully the program will be offered again for others."

b. "This program is a must for anybody involved in a plant closing."

COMMENTS FROM A PLANT DIRECTOR OF PERSONNEL

Prior to making arrangements with Oakland University, we ourselves attempted, on several occasions, to meet the needs of our laid-off employees, utilizing various training programs and communicating means. We were very, very disappointed at the outcome. We sensed that there was a large degree of apathy which existed. First, we had difficulty in getting laid off workers to enroll in training and once they were in we found participation was very poor.

Before RECAP/JETS began, we had concerns that we would run into the same problems we had already faced. However, due to the high degree of professionalism and the skill and the resources that Oakland University brought to the program, the results have been a tremendous success. It was very gratifying to the plant management to observe the RECAP/JETS team in action. They were energetic and positive in every way and created the support which they received.

The use of peer facilitators was an excellent concept to put into the program. The facilitators were very pleased and very proud as well as effective. The hard work they put in was critical to the program and helped to make progress and bring results which are much greater than anyone had anticipated.

ps

TABLE OF CONTENTS

page

LIST OF TABLES ii

LIST OF APPENDICES ii

ACKNOWLEDGEMENTS iii

INTRODUCTION 1

PROGRAM DEVELOPMENT AND PRE-TRAINING PREPARATION 3

- Developing the Collaborative Network for Program Design 3
- Establishing the Planning and Delivery Team 5
- Developing the Program Components and the Training Package 7

DESCRIPTION OF RECAP/JETS TRAINING 8

- Program Content 9

EVALUATION PROCEDURES 14

- Population 14
- Instrumentation 15
- Data Collection and Analysis 17

RESULTS AND ANALYSIS 19

- Results and Analysis of Total Program Evaluation 19
- Results and Analysis of Evaluation of RECAP 30
- Results and Analysis of Evaluation of JETS 36
- Results and Analysis of Job Search Skills Test 41
- Results and Analysis of State Trait Anxiety Inventory 43
- Participant Placement Results 46

SUMMARY AND RECOMMENDATIONS 50

- Summary of Results 50
- Summary of Effective Training Practices 51
- Conclusions. 53
- Recommendations 55

APPENDICES 57

REFERENCES 70

LIST OF TABLES

page

TABLE 1 — Responses to Total Program Evaluation by Percentage 23

TABLE 2 — Responses to Evaluation of RECAP by Absolute Frequency and Percentage 32

TABLE 3 — Responses to Evaluation of JETS by Absolute Frequency and Percentage 38

TABLE 4 — Pre-Test and Post-Test Results of Job Search Skills Test by Absolute Frequency and Percentage 42

TABLE 5 — Pre-Test and Post-Test Comparison of Group Mean Scores on A-Trait Form of the State-Trait Anxiety Inventory 44

TABLE 6 — Participant Placement Results of RECAP/ JETS Training by Frequency and Percentage 47

LIST OF APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS. 58

Total Program Evaluation
Evaluation of RECAP
Evaluation of JETS
Job Search Skills Test
State-Trait Anxiety Inventory (A-Trait Form)

INTRODUCTION

The re-employment of many thousands of industrial workers is a vital need. At the peak of the early 1980's recession, there were roughy 2 million displaced workers, many of whom once worked in basic industries. A great number of these workers were displaced by new technology or foreign competition (Taylor, 1983). In the Detroit area alone, a 1982 statistic reported 100,000 out of work (Nordlinger, 1982). Most of these lay-offs occured in auto and related industries where many workers had more than twenty years with an auto company.

For most, work is more than just an economic necessity; it is also a major element in defining personal identity (Herzberg, 1966). Basic needs such as safety, belonging, and self-esteem, can be realized through work (Maslow, 1968). Since work is closely aligned with self-esteem, both job loss and the job search process can carry with it a considerable amount of stress (Amundson and Borgen, 1982).

At Oakland University, Rochester, Michigan, a program has been developed by faculty and staff members which helps laid-off workers to assess their capabilities, relate their skills to job market needs, overcome their grief resulting from job loss, learn how to approach prospective employers, and successfully market their skills. The program includes instruction and practice in job search skills, exploration for placement in vocational and technical education or on-the-job training opportunities, and effective utilization of tuition benefits available through agreements between employees and unions. This program was named the RECAP/JETS Program. The acronym

describes the two components of the training process: Re-employment Career Planning (RECAP) and Job/Education/Training Selection (JETS).

The program described is a result of a collaborative effort. Three departments at Oakland University, the Human Resources Department Area, the Ken Morris Labor Studies Center, and the Continuum Center for Adult Counseling (a community service arm of the University) worked together under the joint sponsorship of the United Auto Workers and General Motors Fisher Body Division to train laid-off workers in career planning and job search skills.

The pilot group of workers targeted for this training were laid-off as a result of the closing of Fisher Body Detroit Central Plants 21 and 40. The workers were ninety percent male, of varied ethnic backgrounds, and ranged in age from early twenties to retirement. Seventy-five percent were skilled tradesmen who had earned high wages and benefits for their work. For many, General Motors had been their only employer for over twenty years.

This paper will include the following: A description of the process of program development; a description of the RECAP/JETS training; evaluation procedures; evaluation results and analysis; and a summary with conclusions and recommendations.

PROGRAM DEVELOPMENT AND PRE-TRAINING PREPARATION

Program development and pre-training preparation included developing the collaborative network for program design, establishing the planning and delivery team, and developing the program components and the training package.

Developing the Collaborative Network for Program Design

The United Auto Workers labor union, the Fisher Body Division of General Motors, and the personnel from the participating Oakland University units were all involved from the beginning in joint planning and decision-making. The initial collaborative group included the Fisher Body Division director of training, a quality of work life coordinator, the manager of Fisher Body Detroit Central Plants, a plant personnel director, a local union chairperson, and three union committee persons (one laid-off), the university director of labor studies and a professor from the Human Resources Development faculty who had initiated the project.

A period of approximately three to four months was necessary to design the pilot delivery of the RECAP/JETS program. This time period included:

1. Several sessions to review the workers' problems and needs and to conceptualize approaches which would be most effective and sensitive to worker attitudes and problems.

2. The development of the process and schedule for outreach and recruitment.
3. The utilization of existing community services and educational/training programs.
4. Identification of sponsorship and funding through the joint General Motors - United Auto Workers re-employment training program.

A community network was formed which included:

- the Michigan Employment Security Commision (MESC) state offices and local branches
- the Michigan Department of Education Vocational and Technical Education Service (VTES)
- local community colleges in Macomb, Oakland and Wayne counties
- local school district adult education programs
- the Michigan Department of Social Services employment and training units and other community human service agencies
- the Oakland University Adult Career Counseling Center
- Job Partnership Training Act - funded vocational and technical training programs at both public and private institutions.

This phase also required budget and cost estimates which included replacements for faculty, training/counseling staff pay, peer facilitator expenses, audio-visual equipment, training manuals, other publications, supplies, test materials, refreshments, and indirect administrative charges.

The plant manager agreed to provide: a coordinator from the personnel department, classroom space at Fisher Body Plant #21 (which was where most of the participants had worked), a room to serve as a resource and counseling center, a bank of sixteen telephones for job search calls, storage facilities, and additional audio visual equipment.

Two examples of cooperation which proved to be extremely helpful deserve special note:

1. The local MESC branch office manager agreed to provide a micro-fiche reader, the daily job opening listings on micro-fiche, and materials for the career information center.

2. The VTES provided the Michigan Occupational Information System on micro-fiche, and user booklets and manuals for an Apple II computer.

Establishing the Planning and Delivery Team

The planning and delivery team included the following: Oakland University staff and faculty members, Fisher Body Division personnel, United Auto Workers representatives, counselor/trainers, and program participants (laid-off workers) which included peer facilitators.

University personnel included those who had expertise in the following areas: employability/career development, vocational/technical education, labor relations, group dynamics, adult education, research, counseling, and

the field of human resource development.

The RECAP/JETS program utilized a "train-the trainers" approach. Oakland University personnel recruited and trained trainers who worked directly with the target group of laid-off workers. The trainers were paraprofessional or Master's degree level human service workers whose skills as helpers filled a necessary intermediary function between the university personnel and the target group. The trainers delivered the program under the supervision of the university personnel.

In addition, peer facilitators were selected by the union leaders from among the laid-off workers. These were individuals who had demonstrated leadership and interpersonal skills and who were highly respected by their co-workers. The facilitator's role was to work with small groups in carrying out the exercises and learning experiences structured by the trainers. In addition, the facilitators maintained close contact with participants to insure attendance, to spot problems needing attention, and to model target behaviors.

The training of the delivery teams was a two-week process. The Oakland University faculty and staff familiarized the new trainers with the training goals, materials, and methods during the first three days. Then the facilitators and trainers participated in two days of skill training in small group process. This served the function of giving peer facilitators additional skills while acquainting trainers and facilitators with each other. During the second week, the faculty and staff supervised the trainers in delivering key program exercises to the facilitators. This served as a trial run for the trainers and prepared the facilitators for their role as

part of the delivery team.

Recruitment of laid-off workers was initiated through a joint union-corporate mailing to laid-off workers. The mailing consisted of a flier inviting laid-off workers to attend one of two scheduled orientation meetings. The mailing was followed by a phone contact by a peer facilitator. At the orientation meetings, Oakland University personnel, trainers, and peer facilitators explained the RECAP/JETS program. At that time, displaced workers made a tentative decision to become involved in the training program. The content of fliers, phone contacts, and orientation sessions was developed jointly with participation and approval by the peer facilitators.

Developing the Program Components and the Training Package

The Oakland University faculty developed the participant's training manual which incorporated exercises and activities selected from an intensive study of current successful practices used to assist the unemployed. The approach of the program followed a carefully sequenced process intended to bring displaced workers from a state which may include depression and indecision to an attitude of self confidence with a clearer understanding of alternatives and feasible career plans. Special sessions were delivered by the Continuum Center staff for older workers and their spouses to explore the option or necessity of retirement.

DESCRIPTION OF RECAP/JETS TRAINING

Delivery of training to laid-off workers began with the Re-employment Career Planning (RECAP) component. The three-week RECAP training included five broad categories of instructional exercises and skill development:

1) Job search skill development,
2) Self-awareness and general skill assessment,
3) Career awareness and job market information,
4) Decision making and planning, and
5) Stress management.

During RECAP the teams of trainers and peer facilitators delivered the training to the participants during a three-week period in which the training took place from 9:00 a.m. to 4:00 p.m. Tuesday through Thursday. University faculty and staff were present each day to administer the program and to coach and de-brief the delivery teams. Representatives from employee benefits and personnel at Plant 21 assisted in the coordination and delivery of the training program.

Immediately following RECAP was the second three-week component of training: Job/Education/Training Selection (JETS). During the JETS phase the trainers structured activities around individual and small group needs and interests. Components of JETS included the following:

1) Individual or small group assessment tailored to specific needs and interests,

2) Job search activities for out-placement,

3) Exploration of re-training and education (community colleges, vocational-technical schools, and adult education),

4) Exploration of on-the-job-training options,

5) Survey interview in pairs with personnel recruiters,

6) Job search within General Motors for new placements or relocation opportunities, and

7) Exploration of community career counseling resources.

Also included as needed were periodic stress management activities, review of information and goals, information exchange, and group support work. University personnel were involved in consultation and guidance on a daily basis.

Program Content

The following is a partial listing of topics and activities covered in the RECAP/JETS training:

A. JOB SEARCH SKILL DEVELOPMENT

1A. Agreements

1B. Your Resume Inventory

1C. The Perfect Resume and All Other Resumes

2. Networking

3. Starting Your Contact List

4. Applications for Employment
5. Filling Out Applications
6. Assertiveness Notes
7. Assertiveness Situations
8. Critical Interview Behaviors
9. Job Interview (Notes)
10. Critical Behavior Rating Sheet
11. Employment Letters
12. Tips
13. Interviewing Questions and More Questions
14. Asking for the Job
15. Sample Letter
16. Pre-employment Inquiries: Lawful and Unlawful

B. SELF-AWARENESS

1. Skills Identification Notes
2. All the Things I Like to Do and Spend Time Doing
3. Vocational Interest, Experience, and Skill Assessment (VIESA)
4. Strengths Checklist (Self-Management)
5. Your Work Habits and Interpersonal Skills
6. Power Words
7. Geographical Preference
8. Identifying Your Ideal Life Style
9. How Much Money Do You Need?

10. Finances: "How To Compute Your Economic Need."
11. What Are Your Work Values?

C. CAREER AWARENESS

1. Surveying Skills
2. Job Information Sources
3. Job Information Interview
4. Informational Interview
5. Michigan Occupational Information System

D. DECISION MAKING AND PLANNING

1. Career Action Plan
2. Bolles Grid for Choice Making
3. Targeting

E. STRESS MANAGEMENT

1. Lecturette Notes on Stress
2. Stress Test
3. Support System
4. Two Body Positions for Relaxation
5. Relaxation Response
6. Physical Fitness Test

7. Examples of Coping Self-Statements
8. Nutrition
9. Hurry Sickness Test

F. PLACEMENT AND JOB CLUB

1. Warm-ups, Review, Goal Setting
2. Planning for Networking
3. Developing Plans for the Job Campaign
4. Job Bank, Newspaper Ads
5. Role Plays and Feedback on Campaign Plans
6. Job Search Within the Corporation
7. Community College Contacts and Educational Presentations
8. On-the-Job Training Opportunities Explored
9. Job Interview by Employers Arranged (Held at JETS classroom site)
10. Campaigning Daily
11. Stress Management Sessions
12. Continuation of the Job Club

G. SPECIAL SESSIONS FOR RETIREMENT PLANNING

1. Social Security benefits and finances
2. Decisions on where to live

3. Part-time and volunteer work opportunities
4. The effects of retirement on family relationships
5. Other related planning

H. EVALUATION AND FOLLOW-UP

1. Questionnaires
2. Testimonials
3. Placement Data Summary
4. Analysis and Recommendations

The participant's manual served as the structure for delivery of training. Since the focus was always the participants, exercises and activities were adapted and changed according to group need.

EVALUATION PROCEDURES

Population

In September, 1983, fliers were sent out to all of the three hundred laid-off employees at General Motor's Fisher Body Plants 21 and 40, both located in Detroit. The flier invited these displaced workers to attend one of two orientation meetings to be held October 4 and 5, 1983, at Plant 21. One hundred and twenty laid-off workers attended these orientation meetings with 79 making tentative application to enter the three-week RECAP training and 16 to attend the two retirement planning sessions.

Sixty-one of the applicants were present for the start of the RECAP training program on October 25, 1983. Fifty of these 61 participants completed the three-week RECAP training. Nine of the original 61 chose retirement rather than re-employment and two participants dropped out of the training. Forty of the 50 participants who completed the RECAP training made the decision to continue into the JETS portion of the training program which began November 14, 1983. The population for this evaluation study included only those laid-off workers who participated in the RECAP/JETS training program.

Each member of the population had worked for the Fisher Body Division of General Motors. Ages varied from 20 to 64 years. Most were classified in skilled worker positions, such as tool makers, machine operators, tinsmiths, car body painters, master model builders, machine repairmen, welders and other trade classifications of auto body manufacturing. A few held support

positions such as secretaries or maintenance workers. Their number of years of employment with General Motors varied from one to twenty-seven years. Most had finished high school and many had trade school or college courses as well. Their reported rate of pay while employed varied from $9.35/hr. to $14.40/hr. plus benefits.. Six participants were female, 55 were male. For many, employment at General Motors had provided a solid and continuing structure for their lives for many years.

Instrumentation

Five instruments were utilized in this study. These included:

1) Total Program Evaluation
2) Evaluation of RECAP
3) Evaluation of JETS
4) Job Search Skills Test
5) The State-Trait Anxiety Inventory

Three instruments, Total Program Evaluation, Evaluation of RECAP and Evaluation of JETS, were developed by the author for the purposes of this research study. In order to obtain content and face validation, the researcher proceeded in the following manner when developing the instruments:

1. A preliminary version of each of these instruments was developed from the research questions that were posed. Each question appearing on

an instrument was designed to provide data that answered pertinent questions regarding the effectiveness of training.

2. Drafts of the instruments were presented at a meeting of the faculty of the Human Resource Development Area. Faculty members were given copies of the instruments and asked to clarify and revise these instruments.

3. Suggestions offered by faculty researchers were incorporated into revisions of the instruments.

The Job Search Skills Test was developed by the researcher. The eleven questions were drawn directly from the training manual. The pre-test administration was an indication of the knowledge of job search skills that participants had prior to the RECAP training. The post-test administration of the same instrument resulted in a measurement of change in knowledge of job search training skills as a result of the RECAP training.

The State-Trait Anxiety Inventory (STAI) is a standardized instrument developed by C.D. Spielberger in 1968 and published by Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306. The STAI is composed of separate self-report scales for measuring two distinct anxiety concepts: state anxiety (A-State) and trait anxiety (A-Trait). It was developed as a research instrument for investigating anxiety in normal adults. The STAI A-Trait scale consists of 20 statements that ask people to describe how they generally feel. Trait anxiety refers to relatively stable

individual differences in anxiety proneness, that is, to differences between people in the tendency to respond to situations perceived as threatening with elevations in A-State intensity. The test-retest reliability (stability) of the STAI A-Trait scale is relatively high, ranging form .73 to .86. The A-Trait scale has a high degree of internal consistency, as indicated by alpha reliability coefficients and individual item-remainder correlations. This instrument was utilized to assess any change in generalized anxiety over the course of the three-week RECAP training.

Data Collection and Analysis

Data concerning pre- and post-levels of state anxiety or generalized anxiety were collected using the State-Trait Anxiety Inventory. Data on pre-training and post-training knowledge of job search skills was collected using the Job Search Skills Test. Pre-tests of each of these two instruments were administered by the researcher to all participants who were present at the first morning session of the RECAP training on October 25, 1983. Post-tests of each of these two instruments were administered by the researcher to all participants who were present at the last afternoon session of the RECAP training on November 11, 1983. The Evaluation of RECAP was also administered by the researcher on November 11.

The Evaluation of JETS and the Total Program Evaluation were color coded for clarity and were mailed together to the JETS participants on December 10, 1983. The mailing included a letter of explanation and a franked envelope for return to the Human Resources Development Area at Oakland University. The

letter requested their return of the questionnaires prior to the Christmas holidays. In January, follow-up calls were made to non-respondents. The responses of all instruments were recorded for statistical analysis.

Data from all instruments were collected and tabulated. Frequencies and percentages were computed for each item. Graphs and charts of these results are presented in the text which follows and in the Appendices.

RESULTS AND ANALYSIS

This section will address the following: results and analysis of Total Program Evaluation; results and analysis of Evaluation of RECAP; results and analysis of Evaluation of JETS; results and analysis of the pre-test/post-test administration administration of the Job Search Skills Test; results and analysis of the pre-test/post-test administration of the State-Trait Anxiety Inventory; and participant placement results.

Results and Analysis of Total Program Evaluation

The Total Program Evaluation was administered to appraise the perceptions of the participants as to their overall perception of the combined RECAP/JETS program. In addition to evaluating specific elements of the training, the project staff was interested in which segment of the training, RECAP or JETS, was more beneficial. (See Appendix A for the evaluation form.)

Items. The Total Program Evaluation consisted of 30 items. Item 1 requested the number of weeks (one through six) that the participant attended. Items 2 through 22 utilized a Likert-type or summated rating scale which requires a choice of five possible responses: "excellent"; "good", "fair", "poor", or "doesn't apply." Item 2 asked the participant to rate the assistance the program provided in planning an appropriate personal career goal. Item 3 asked for a rating of the assistance the program gave in

acquiring the skills (job search skills, etc.) to reach the goal. Item 4 rated the progress made in reaching the goal. Item 5 rated the ability of the trainers. Item 6 rated the value of using peer facilitators. Item 7 asked for a rating of the participant's handbook and written materials. Items 8 and 9 rated the audio visuals: "You Can Surpass Yourself" and the Job Club tape ("Bill Moyer's Journal"). Items 10 through 13 rated the following: the VIESA test, the value of using the Michigan Occupational Information System, the value of using MESC Job Bank Openings, and the use of DISCOVER II. Items 14 through 19 asked for a rating of outside speakers which included speakers from the following programs: Michigan Employment Security Commission (MESC), the United Auto Workers, Oakland Community College, Macomb Community College, Wayne County Community College, and Fisher Body Division - General Motors.

Item 20 asked for a rating of the coordination by the Fisher Body Plant 21 personnel department. Item 21 asked for a reaction to holding the training at Plant 21 as opposed to some other location. Item 22 asked for a general response to the help received from the total program. Item 23 asked if participants would recommend this program to friends and co-workers who would be in a position to gain in their life/work planning. Participants' choices were "definitely", "maybe", or "no" for this item. Items 24 to 30 were open-ended questions. Item 24 asked each participant to state the career goal that he or she planned. Item 25 asked for the best help that was received during the toal RECAP/JETS program. Item 26 asked for the next best help received during the total program. Item 27 asked if there were parts of the total program which could be eliminated or reduced. Item 28 asked for suggestions for additional program content. Item 29 was a sentence

completion: "If I were to describe this program to some other interested person, I would say . . . ." Item 30 asked for additional comments.

Thirty-six participants completed the Total Program Evaluation. This evaluation form was returned by mail to the Human Resources Development Area at Oakland University. Data of all respondents who had attended at least 4 of the 6 weeks of training was included in the analysis. This of course meant that all respondents had attended some of both RECAP and JETS and more than half of the total program. This criterion resulted in a total N = 36.

Results. Table 1 provides a summary of the responses to each of items 2 through 22 by percentage. Responses indicate that 12 participants (33.3%) rated the assistance this program gave in planning an appropriate career goal as "excellent"; 17 or 47.2% rated the assistance as "good"; 3 or 8.3% rated the assistance as "fair"; one participant (2.8%) chose the "poor" response. Three or 8.4% did not reply or indicated that the question did not apply. Fourteen participants (38.8%) rated the assistance this program gave them in acquiring the skills to reach their goal as "excellent"; 15 (41.7%) rated this assistance in acquiring skills as "good"; 4 (11.1%) rated this assistance as "fair", and one (2.8%) rated this assistance "poor". Three (8.4%) did not respond. Item 4 rated progress in reaching goal. Three participants (8.3%) rated this item "excellent"; seventeen (47.2%) rated it "good"; nine (25.0%) rated their progress as "fair", and three (8.3%) rated their progress as "poor". Four participants (11.2%) did not respond.

Twenty-four participants (66.7%) rated the trainers' ability as "excellent"; nine (25.0%) rated trainers' ability as "good"; three (8.3%) rated trainers' ability as "fair". All participants rated this item and none

rated trainers' ability "poor". Fifteen (41.7%) rated the value of using facilitators "excellent"; another fifteen (41.7%) rated the value of using facilitators as "good"; four (11.1%) rated this item "fair"; one (2.8%) rated this item "poor". One participant did not respond.

Ten participants (27.8%) rated written materials as "excellent"' twenty (55.6%) rated them as "good"; five (13.9%) rated materials "fair", and one rated materials "poor". All responded to this item. Audio-visuals were rated next. The film "You Can Surpass Yourself" was rated "excellent" by 14 participants (38.9%), "fair" by four (11.1%), "poor" by none. Four (11.1%) didn't rate the film. The Job Club tape ("Bill Moyer's Journal") was rated as follows: 20 (55.6%) rated it "excellent"; thirteen (36.0%) rated it "good"; two (5.6%) rated it "fair"; no one rated it "poor". All participants rated this item.

The VIESA test was rated next. Five (13.9%) rated it "excellent"; 17 (47.2%) rated it "good"; eleven (30.6%) rated it "fair"; no one rated it "poor". The next item rated the value of using the Michigan Occupational Information System (MOIS). Six (16.7%) rated the MOIS "excellent"; twelve (33.3%) rated it "good"; 11 (30.6%) rated it "fair"; one (2.8%) rated the MOIS "poor"; four (11.1%) responded to the "doesn't apply" category. One participant (2.8%) rated the value of using Job Bank Openings as "excellent"; thirteen (36.1%) rated them "good"; twelve (33.3%) rated this item as "fair"; one (2.8%) rated it "poor"; eight (22.2%) responded that the question didn't apply for them. The use of DISCOVER II was rated "excellent" by one participant (3.6%), "good" by seven (25.0%), "fair" by seven (25.0%), "poor" by none. The item didn't apply for 13 (36.2%) participants.

TABLE 1

Responses to
Total Program Evaluation
By Percentage

Rate the assistance this program gave you in planning an appropriate career goal.	Excellent	33.3%
	Good	47.2%
	Fair	8.3%
	Poor	2.8%
	Doesn't Apply	8.4%
Rate the assistance this program gave you in acquiring the skills (job search skills, etc.) to reach your goal.	Excellent	38.8%
	Good	41.7%
	Fair	11.1%
	Poor	2.8%
	Doesn't Apply	5.6%
Rate your progress in reaching your goal.	Excellent	8.3%
	Good	47.2%
	Fair	25.0%
	Poor	8.3%
	Doesn't Apply	11.2%
Rate the trainer's ability.	Excellent	66.7%
	Good	25.0%
	Fair	8.3%
	Poor	0.0%
	Doesn't Apply	0.0%
Rate the value of using facilitators.	Excellent	41.7%
	Good	41.7%
	Fair	11.1%
	Poor	2.8%
	Doesn't Apply	2.7%
Rate the written material.	Excellent	27.8%
	Good	55.6%
	Fair	13.9%
	Poor	2.7%
	Doesn't Apply	0.0%
Rate the film "You Can Surpass Yourself."	Excellent	38.9%
	Good	38.9%
	Fair	11.1%
	Poor	0.0%
	Doesn't Apply	11.1%
Rate the Job Club tape ("Bill Moyer's Journal").	Excellent	55.6%
	Good	36.0%
	Fair	5.6%
	Poor	0.0%
	Doesn't Apply	2.8%

TABLE 1 CONTINUED

Rate VIESA (Vocational Interest, Experience, and Skill Assessment)	Excellent	13.9%
	Good	47.2%
	Fair	30.6%
	Poor	0.0%
	Doesn't Apply	[illegible].3%
Rate the value of the Michigan Occupational Information System (MOIS).	Excellent	16.7%
	Good	33.3%
	Fair	30.6%
	Poor	2.8%
	Doesn't Apply	16.6%
Rate the value of using Job Bank Openings.	Excellent	2.8%
	Good	36.1%
	Fair	33.3%
	Poor	2.8%
	Doesn't Apply	25.0%
Rate DISCOVER II	Excellent	3.6%
	Good	25.0%
	Fair	25.0%
	Poor	0.0%
	Doesn't Apply	46.4%

Rate the Following Speakers:

Michigan Employment Commission.	Excellent	17.1%
	Good	45.7%
	Fair	22.9%
	Poor	[illegible].7%
	Doesn't Apply	8.6%
U.A.W.	Excellent	2.8%
	Good	20.0%
	Fair	25.8%
	Poor	45.7%
	Doesn't Apply	[illegible].7%
Oakland Community College	Excellent	57.1%
	Good	20.0%
	Fair	11.4%
	Poor	2.9%
	Doesn't Apply	8.6%

TABLE 1 CONTINUED

Macomb Community College	Excellent	11.8%
	Good	38.3%
	Fair	8.8%
	Poor	5.9%
	Doesn't Apply	35.3%
Wayne Community College	Excellent	32.4%
	Good	23.5%
	Fair	8.8%
	Poor	35.3%
	Doesn't Apply	0.0%
GM Speakers	Excellent	17.6%
	Good	61.8%
	Fair	14.7%
	Poor	0.0%
	Doesn't Apply	5.9%
Rate the coordination by the Plant 21 (as opposed to another location).	Excellent	66.7%
	Good	22.2%
	Fair	5.6%
	Poor	5.5%
	Doesn't Apply	0.0%
Rate your reaction to holding the training sessions at Plant 21 (as opposed to another location).	Excellent	50.0%
	Good	41.7%
	Fair	5.6%
	Poor	2.8%
	Doesn't Apply	0.0%
In general, how good was the help you got from the Total Program.	Excellent	36.1%
	Good	55.6%
	Fair	5.6%
	Poor	2.8%
	Doesn't Apply	0.0%
Would you recommend this program to certain friends and co-workers who would be in a position to gain in their life/work planning.	Definitely	86.1%
	Maybe	11.1%
	No	2.8%

All outside speakers were evaluated. The Michigan Employment Security Commission (MESC) speaker received an "excellent" rating by six (17.1%) participants, "good" by 16 (45.7%); "fair" by 8 (22.9%), and poor by 2 (2.7%). Three (8.3%) responded that the item didn't apply. The UAW speaker received an "excellent" rating by one (2.8%) participant , "good" by 7 (19.4%), "fair" by 9 (25.0%), "poor" by 16 (44.4%). Two (5.6%) responded to the "doesn't apply" category. The Oakland Community College speaker received an "excellent" rating by 20 (55.5%) participants, "good" by 7 (19.4%), "fair by 4 (11.1%), "poor" by one (2.8%). Three (8.3%) responded that the item didn't apply. The Macomb Community College speaker received the following ratings: four (11.1%) responded "excellent"; 13 (36.1%) responded "good"; 3 (8.3%) responded "fair"; 2 (5.6%) responded "poor"; 12 (33.3%) responded "doesn't apply." The Wayne Community College speaker was rated "excellent" by 1 (30.5%) participants, "good" by 8 (22.2%), "fair" by 3 (8.3%), "poor" by none, and "doesn't apply" by 12 (33.3%). The Fisher Body Division - General Motors speakers (combined evaluation) were rated "excellent" by 6 (16.7%), "good" by 21 (58.3%), "fair" by 5 (13.9%), "poor" by none, and "doesn't apply" by 2 (5.6%).

The next item rated the coordination by the Plant 21 personnel department. Twenty-four (66.7%) rated the coordination "excellent"; 8 (22.2%) rated it "good"; 2 (5.6%) rated it "fair"; and 2 (5.6%) rated it "poor". The next item rated the participants' reaction to holding the training at Plant 21, as opposed to holding the training at some other location. Eighteen (50.0%) responded that the location was "excellent"; 15 (41.7%) responded that the location was "good"; 2 (5.6%) responded that the location was "fair"; one

(2.8%) rated the location "poor".

Item 22 asked for a general rating of the help received from the total program. "Excellent" was the rating of 13 (36.1%) participants; 20 (55.6%) responded "good"; 2 (5.6%) responded "fair"; one (2.8%) responded "poor." The results of Item 23 indicated that thirty-one participants (86.1%) would "definitely" recommend this program to friends or co-workers who would be in a position to gain in their life/work planning. "Maybe" was the response of five (13.9%) participants. No one responded that they would not recommend the program.

Thirty-six individual responses were noted on item 24 which asked the participant to state the career goal that he or she had planned. No effort was made to qualify or categorize the results of the open-ended items (items 24 through 30) since each of these responses were individualized. Though too numerous to list individually, these responses will be summarized in the analysis of results. These comments also provide specific opinions which can be utilized to improve the future delivery of the program.

Analysis. Responses from the Total Program Evaluation show a very positive evaluation of the assistance provided to participants in the planning of an appropriate career goal and in the acquisition of skills to reach that goal. Generally favorable responses were indicated in participants' ratings of their actual progress toward reaching these goals. The data seem to indicate that goal planning and acquisition of job search skills were achieved even if the goal of acquiring employment was not yet reached. It should be noted that many more participants had reached their goals when follow-up data was collected in April, 1984. (See section on participant placement

results.) One could not realistically expect that the majority of participants would have reached their goal of employment by the end of JETS training, just prior to the Christmas holidays.

The ability of trainers was evaluated very highly. This result seems to substantiate the effectiveness of using trainers who were trained and coached by university professionals. The high evaluation also seems to validate the performance effectiveness of this particular team of trainers. The use of peer facilitators (group leaders chosen from among the laid-off workers) was also rated very positively, though not as highly as the ability of trainers. These results seem to support the use of peer facilitators as an effective component of the delivery team.

The written material included in the participant training manual was evaluated positively. This would indicate that the materials chosen were appropriate for this population. Ratings of the audio-visuals also indicated an appropriateness of choice. The Job Club tape ("Bill Moyer's Journal") seemed particularly helpful and meaningful.

Ratings of the use of the VIESA (Vocational Interest, Experience and Skill Assessment) inventory were varied, but the majority fell into the "good" category. A similar rating was given to the value of using the Michigan Occupational Information System (MOIS). The value of using Job Bank Openings fell into the "good" to "fair" categories. Several participants did not rate this item which would indicate that they did not use Job Bank Openings or they might have been unclear as to what they were rating. The same can be said of the rating of DISCOVER II. DISCOVER II is the computerized career decision-making system which was offered to participants at the university

campus.

The Oakland Community College speaker was evaluated very highly, and the Wayne Community College speaker was highly evaluated. General Motors speakers received a high evaluation. Ratings of the MESC speaker and the Macomb Community College speaker were spread. The UAW speaker received a generally unfavorable rating. It was reported that the participants asked several questions about UAW services which were unanswered and there was no follow-through to get the answers.

The program coordination provided by Plant 21 was evaluated quite favorably. Holding the training at Plant 21 was favorably responded to by all but three participants. These results indicate that there was not a problem holding the training at the same location where participants had worked and from which they were laid-off.

All but three participants responded that the help they got from the total program was either excellent or good. An examination of the open-ended responses (item 24-30) of these three individuals was revealing. The participant who rated the total program as "poor" was consistently negative throughtout the evaluation. This could possibly be an indication of considerable anger or hostility that was transferred to the training. Whatever the case, the training did not seem to meet the needs of or deal with the hostility of this individual. Of the two participants who rated the help from the total progrtam as "fair," one participants' answers to the open-ended questions were too vague to arrive at any conclusion as to the particular dissatisfactions. The third participant responded with positive comments on the open-ended questions in spite of a rating of "fair."

A number of participants did not respond to the open-ended items, items 26 through 30. Those who did respond tended to underscore points made elsewhere on the evaluation. Positive comments seemed to fall into three areas: beneficial skills that were acquired, interpersonal support received, and intrapersonal gains. The skills most often mentioned were resume writing skills and interviewing skills. Interpersonal support included comments about the sincere caring and concern shown by particular trainers and peer facilitators and the benefits of group training and support. Increased confidence and a better feeling about oneself were typical comments made about personal gain. "Meaningful" was a word often used to define the program experiences.

In response to the question on what could be eliminated or reduced, responses varied from "nothing" to naming a particular activity or speaker that had not been found to be beneficial. Some had preferences for shorter sessions or less written work. Many had no suggestions for additional program content. Those who did, focused on such things as providing more interviewing experience or more opportunity for exploration of new careers.

Results and Analysis of Evaluation of RECAP

The Evaluation of RECAP was administered to appraise the perceptions of the participants in the training as to the value and quality of the training. See Table 2 for the evaluation questionaire which includes a summary of responses by frequency and percentage.

Items. The Evalutation of RECAP consisted of 15 items. Item 1 established the number of days the participant attended RECAP training. Item 2 asked for an opinion about the usefulness of the training . Item 3 asked about the appropriateness of the length of the training. Item 4 asked participants to rate the materials and activities. Item 5 asked participants to what extent the training was presented in a way they could understand. Item 6 asked participants to rate the helpfulness of the facilitators and trainers. Item 7 asked the participants to estimate if they thought the training would help them to get a job. Item 8 asked for a comment on what was liked most about the training and item 9 asked participants to indicate what they disliked about the training.

A five-point semantic differential scale was utilized for items 10 through 15. Participants were asked to give their reaction to the training by responding on a five-point scale to the following pairs of polar adjectives: worthless/valuable, unimportant/important, dull/interesting, useful/useless, boring/stimulating, and personal/impersonal.

Results. Item 1. Thirty-five respondents indicated that they had attended seven or more of the nine days of RECAP training. Only the responses of those who had attended seven or more of the training days were utilized in the analysis of these results.

Item 2. Twenty-seven of the 35 respondents (77.1%) indicated that the training was very useful. Eight of the 35 respondents (23.9%) indicated that the training was somewhat useful. No respondent marked "not useful".

TABLE 2

Responses to Evaluation of RECAP
By Absolute Frequency and Percentage
(N = 35)

1. How many days did you attend the training? _____

2. How useful was the training to you?

(frequency)		(percentage)
27	Very useful	77.1%
8	Somewhat useful	23.9%
0	Not useful	0.0%

3. What do you think about the length of the training?

9	Too long	25.7%
21	About right	60.0%
5	Too short	14.3%

4. In terms of the materials and activities, would you say that the training was:

9	Excellent	25.7%
19	Very good	54.3%
5	Good	14.3%
2	Fair	5.7%
0	Poor	0.0%

5. Was the training presented in a way that you could understand?

28	Yes	80.0%
7	Mostly	20.0%
0	No	0.0%

6. How helpful were your facilitators and trainers?

31	Very helpful	88.6%
4	Somewhat helpful	11.4%
0	Not very helpful	0.0%

7. Do you think this training will help you to get a job?

21	Definitely	60.0%
14	Maybe	40.0%
0	Probably not	0.0%

8. What did you like most about the RECAP training?

9. What did you dislike most about the RECAP training?

TABLE 2 CONTINUED

Put an X in the box that best describes your reaction to this training. If your feeling is extremely close to one of the words, mark A or E. If your feeling is not extreme but is strong, mark B or D. If your feeling is in the middle, mark C.

The training has been:

	A	B	C	D	E	
worthless	0	2.9% 1	5.9% 2	20.6% 7	70.6% 24	valuable
unimportant	0	3.0% 1	3.0% 1	45.5% 15	48.5% 16	important
dull	0	0	12.1% 4	36.4% 12	51.5% 17	interesting
useful	63.6% 21	30.3% 10	6.1% 2	0	0	useless
boring	0	0	24.2% 8	27.3% 9	48.5% 16	stimulating
personal	48.5% 16	30.3% 10	15.2% 5	3.0% 1	3.0% 1	impersonal

Item 3. Nine (25.7%) of the 35 respondents thought the training was too long, 21 (60.0%) thought the length of the training was about right, and five (19.3%) thought that the training was too short.

Item 4. Materials and activities were rated in item 4. Nine respondents (25.7%) thought they were excellent; nineteen (54.3 %) thought materials and activities were very good; five (14.3%) thought materials and activities were good; and two (5.7%) thought they were fair; no one responded "poor".

Item 5. Twenty-eight of the thirty-five (80.0%) participants reported that the training was presented in a way they could understand. Seven (20.0%) reported that the training was "mostly" presented in a way that they could understand. No one responded that it was not presented in a way that could be understood.

Item 6. Thirty-one (89%) of the thirty-five respondents said that the facilitators and trainers were "very helpful." Four (11%) said they were somewhat helpful. No one responded that they were not very helpful.

Item 7. Twenty-one of the thirty-five respondents (60%) thought that the RECAP training would definitely help them get a job. Fourteen respondents (40%) thought that maybe the training would help them get a job. No one responded that the training would "probably not" help them get a job.

Item 8. Question: "What did you like most about RECAP training?" Since all answers to this open-ended question were individualized, there was no attempt made to quantify the responses. Positive responses included such resumes, personal growth and awareness of their talents and strengths, group work and support, and friendly atmosphere.

Item 9. Question: "What did you dislike most about the RECAP training?" Again, since this question was open-ended, no attempt was made to quantify the results. Appendix D also lists a summary of these responses. A number of answers tended to mention a particular speaker or activity rather than general comments about the training. One comment that was mentioned several times was that seven hours of training per day was too long. Several respondents reported no dislikes.

Table 2 also shows the results of the semantic differential scale on the following pairs of polar adjectives: worthless/valuable, unimportant/important, dull/interesting, useful/useless, boring/stimulating, personal/impersonal. Both frequencies and percentages are reported. On each item the largest percentage consistently occurs in the box closest to the most positive adjective.

Analysis. The results indicate that all respondents (those who attended at least 7 days) found the RECAP training to be either somewhat useful or very useful. Most felt that the training was the right length, although some felt that it was too long or that individual sessions were too long. These responses might indicate that the sessions exceeded their attention span, as auto workers are not in the habit of spending entire days reading, writing, studying, listening to speakers, and being involved in group learning activities.

Most felt that the materials and activities were excellent or very good. A few exceptions to this named particular activities or visiting speakers (in item 9) that they had not found beneficial.

Responses indicated that the training was presented in a way which participants could understand. Very positive responses were made about the

helpfulness of facilitators and trainers. All participants felt that the RECAP training would help them get a job. Responses to item 8 indicated that many benefitted from identifying their skills and putting them in a resume. The supportive aspects of working in small groups with a peer facilitator were often mentioned. Many made comments to the effect that they were uplifted by the caring of others, by increased self-confidence and morale, and actively confronting their unemployment. A number of "dislikes" had to do with "not enough" - not enough time spent on interviewing skills or resume writing.

Results of the semantic differential scale indicate that RECAP was far more valuable than worthless, far more important than unimportant, far more interesting than dull, far more useful than useless, far more stimulating than boring, and far more personal than impersonal.

Results and Analysis of Evaluation of JETS

The Evaluation of JETS was administered to appraise the perceptions of the participants as to the value and quality of the JETS (Job/Education/Training Selection) component of the program, which followed immediately after RECAP training. The evaluation form followed very closely the format used in evaluating RECAP. See Table 3 for the evaluation form and a summary of responses.

Items. The Evaluation of JETS consisted of 14 items. Item 1 requested the number of days the participant attended during the 10 days of JETS. Item 2 questioned the usefulness of JETS. Item 3 asked for an opinion on the length of JETS training. Item 4 asked the participants to rate the overall

activities included in JETS. Item 5 asked the participants to rate the helpfulness of the facilitators and trainers. Item 6 asked for the extent to which JETS was helping in finding a job. Item 7 asked participants to comment on what they liked most about JETS and item 8 asked for comments on what was disliked most about JETS. The same five point semantic differential scale was used for items 9 through 14 as was used in the Evaluation of RECAP.

Results. Item 1. Twenty-eight respondents indicated that they had attended six or more of the 10 days of JETS. Only the responses of those who had attended six or more days were utilized in the analysis of these results.

Item 2. Fifteen of the 28 respondents (53.6%) indicated that JETS was very useful to them. Thirteen of the 28 respondents (46.4%) indicated that JETS was somewhat useful. No respondent reported that it was not useful.

Item 3. Of the 28 respondents two (7.1%) thought that JETS was too long; twenty (71.4%) felt that the length of JETS was about right, and six (21.4%) thought JETS was too short.

Item 4. Eight (28.6%) rated JETS activities as "excellent", eleven (39.3%) rated the activities as "very good", seven (25.0%) rated the activities as "good", and two (7.1%) rated JETS activities as "fair". No one responded to the "poor" category.

Item 5. Twenty-four (85.7%) of the 28 respondents rated facilitators and trainers as "very helpful". Four respondents (14.3%) rated facilitators and trainers as "somewhat helpful". No one evaluated them as "not very helpful".

Item 6. Fifteen of the 28 (53.6%) participants reported that JETS was definitely helping them to get a job and nine (32.1%) thought that JETS could "maybe" help in finding a job. Four respondents (14.3%) thought JETS would "probably not" help in getting a job.

TABLE 3

Responses to Evaluation of JETS
By Absolute Frequency and Percentage
(N = 28)

1. Of the 10 days of JETS, approximately how many days did you attend?____

2. How useful was the JETS to you?

(frequency)		(percentage)
15	Very useful	53.6%
13	Somewhat useful	46.4%
0	Not useful	0.0%

3. What do you think about the length of JETS?

2	Too long	7.1%
20	About right	71.4%
6	Too short	21.4%

4. In terms of the activities, would you say that JETS was:

8	Excellent	28.6%
11	Very good	39.3%
7	Good	25.0%
2	Fair	7.1%
0	Poor	0.0%

5. How helpful were your facilitators and trainers during JETS?

24	Very helpful	85.7%
4	Somewhat helpful	14.3%
0	Not very helpful	0.0%

6. Do you think JETS helped or is helping you to get a job?

15	Definitely	53.6%
9	Maybe	32.1%
4	Probably not	14.3%

7. What did you <u>like</u> most about JETS?

8. What did you <u>dislike</u> most about JETS?

TABLE 3 CONTINUED

Put an X in the box that best describes your reaction to JETS. If your feeling is extremely close to one of the words, mark A or E. If you feeling is not extreme but strong, mark B or D. If your feeling is in the middle, mark C.

JETS was:

	A	B	C	D	E	
worthless	0	3.6% 1	14.3% 4	21.4% 6	60.6% 17	valuable
unimportant	0	0	17.9% 5	28.6% 8	53.5% 15	important
dull	0	3.6% 1	7.1% 2	35.7% 10	53.6% 15	interesting
useful	57.2% 16	25.0% 7	7.1% 2	7.1% 2	3.6% 1	useless
boring	0	0	21.5% 6	32.1% 9	46.4% 13	stimulating
personal	42.9% 12	25.0% 7	25.0% 7	7.1% 2	0	impersonal

Item 7. Question: "What did you <u>like</u> most about JETS?"

Item 8. Question: "What did you <u>dislike</u> most about JETS?" Since individualized responses to these open-ended questions varied greatly, no attempt was made to quantify responses to the above questions. See Appendix A for a representative sample of these responses.

Table 3 shows the results of the semantic differential scale on the following pairs of polar adjectives: worthless/valuable, unimportant/important, dull/interesting, useful/useless, boring/stimulating, personal/impersonal. Both frequencies and percentages are shown. On each item the largest percentage consistently occurs in the box closest to the most positive adjective.

<u>Analysis</u>. The results indicate that all of the 28 respondents (those who attended at least 6 days) found JETS to be either very useful or somewhat useful. Most (71.4%) felt that JETS was about the right length; the rest were divided in thinking that JETS training was either too long or too short. Most (92.9%) felt that JETS activities were good, very good, or excellent. Very positive responses were indicated in both quantitative evaluation of facilitators and trainers and the qualitative comments included in question 7.

Most (85.7%) felt that JETS training was helping them to get a job or might be able to help them get a job. Some (eight) mentioned that they waited during JETS to find out if they were accepted for employment after being interviewed at the Fisher Body Tecumseh Plant. They felt that it would not have been ethical to hunt for a job while waiting to hear from General Motors. These participants were not hired at the Tecumseh Plant, but they did not find this out until after the JETS training had ended. This waiting was

likely to have effected their attitude toward JETS activities and the value they attached to JETS training. A prevalent attitude at the beginning of JETS was that participants wanted only a job with General Motors; there was a negative attitude toward exploring options other than employment within General Motors.

Item 7 asked what participants most liked about JETS. Many responses indicated the sincere effort on the part of trainers in assisting participants. Others mentioned the value of resources that were made available to them. Many cited the value of the opportunity to apply the skills learned in RECAP training. The most often mentioned dislike (item 8) was the expectation of looking for jobs outside of General Motors. See Appendix D for a more complete listing of responses to item 7 and item 8.

Results of the semantic differential scale indicated that JETS was far more valuable than worthless, far more important than unimportant, far more interesting than dull, far more useful than useless, far more stimulating than boring, and far more personal than impersonal.

Results and Analysis of Job Search Skills Test

Table 4 provides the breakdown by question of pre-test and post-test results of the administration of the Job Search Skills Test. Questions were drawn verbatum from information in the participant handbook. Ten of the eleven questions showed a marked increase in participant knowledge of job

TABLE 4

Pre-Test and Post-Test Results of
Job Search Skills Test
By Absolute Frequency and Percentage

Question	Pretest: Absolute Frequency of Correct Response (N=37)	Percentage Answering Correctly	Post-test: Absolute Frequency of Correct Response (N=37)	Percentage Answering Correctly	Frequency Increase or Decrease	Percentage Increase or Decrease
1	7	18.9	.8	48.6	+11	+29.7
2	10	27.0	16	43.2	+6	+16.2
3	15	40.5	33	89.2	+18	+48.7
4	6	16.2	21	56.8	+15	+40.6
5	24	64.9	28	75.7	+ 4	+10.8
6	24	64.9	29	78.4	+ 5	+13.5
7	28	75.7	32	86.5	+ 4	+10.8
8	28	75.5	33	89.2	+ 5	+13.5
9	29	78.4	35	94.6	+ 6	+16.2
10	20	54.1	28	75.7	+ 8	+21.6
11	34	91.9	33	89.2	- 1	- 2.78

search procedures. Only one question, #11, showed any decrease in the frequency of correct response and that was by just one. Since 33 of the 37 participants responded correctly to question #11 (which dealt with labor market trends) on the pre-test, this information was generally known to the participants prior to the training.

Question #3, having to do with the concept of networking, showed the greatest increase in correct response; 89.2% answered correctly on the post-test, an increase in 48.7%. Question #4 also showed a marked increase; on the pre-test only 16.2% were able to discriminate between assertive and aggressive approaches to job search. The post-test response increased by 40.6%. Question #10, addressing legal and illegal inquiries prior to employment, showed an increase from 54.1% answering correctly on the pre-test to 75.7% answering correctly on the post-test, an increase of 21.6%. Respondents also increased in their knowledge of chronological and functional resume formats. Participants improved in their ability to choose effective responses in job interview situations as well as positive approaches to interviewing. Overall the results of this instrument strongly indicate that knowledge of effective job search practices can be taught to laid-off workers.

Results and Analysis of State-Trait Anxiety Inventory

Table 5 shows the results of pre-test and post-test administration of the A-Trait form (See Appendix A) of the State-Trait Anxiety Inventory (STAI). Results indicate the pre-test mean of the group (N=35) and post-test mean of the group (mean raw score) and the difference between these means for

TABLE 5

Pre-Test and Post-Test Comparison of
Group Mean Scores on A-Trait Form of the
State-Trait Anxiety Inventory

Question	Pre-test Mean of Group (N=35)	Post-test Mean of Group (N=35)	Change
1	1.7	1.6	.1 lower
2	1.8	1.7	.1 lower
3	1.3	1.3	same
4	1.7	1.9	.2 higher
5	1.8	1.6	.2 lower
6	2.1	1.9	.2 lower
7	1.9	1.9	same
8	1.7	1.7	same
9	1.9	1.8	.1 lower
10	1.8	1.9	.1 lower
11	2.1	2.0	.1 lower
12	1.8	1.7	.1 lower
13	2.0	2.0	same
14	2.0	1.8	.2 lower
15	1.6	1.8	.2 higher
16	2.1	2.1	same
17	1.9	1.8	.1 lower
18	1.7	1.7	same
19	1.7	1.5	.2 lower
20	1.9	1.9	same
Mean Raw Score	36.5	34.6	1.9 lower

each of the twenty questions on the self-inventory of generalized anxiety. (A lowered score is indicative of less anxiety.) For ten of the twenty items the change was toward slightly lowered anxiety; seven items had post-test mean scores equal to their pre-test; and three items indicated slight increases in anxiety. Compared to the A-Trait means of the normative data for high school students, college students, and special populations of neuropshychiatric patients, general medical and surgical patients, and young prisoners, the pre-test mean raw score of these laid-off workers is lower than any of the above. Undergraduate males have the lowest A-Trait mean of 37.68 as compared to the mean of 36.5 for the unemployed population. A post-test raw mean of 34.6 is indicative of decreased anxiety.

Although these results are inconclusive, certain tendencies can be noted. Overall these data show a slight trend toward lowered anxiety in the participants as a group. There are several factors that might have influenced these results. Participants may have been somewhat reluctant to respond accurately about a characteristic as personal as their generalized anxiety. It may have been that they answered according to what they thought they should answer rather than their most honest response because of apprehension as to how this information might be used.

A second possibility might be that the instrument was ill suited to ascertain changes in stress. Trait anxiety refers to relatively stable individual differences in anxiety proneness. Therefore, it might have been unrealistic to expect a reported change during an intervention that lasted less that three weeks.

A third explanation of slight decrease in anxiety might indicate that the methods of anxiety reduction that were utilized were insufficient to change anxiety level. Participants may have needed more stress reduction or a greater variety of approaches.

Participant Placement Results

Three hundred employees on lay-off, two hundred skilled workers and one hundred production workers, were notified of the re-employment training opportunity through the October mailing. One hundred and twenty responded and attended the two orientation meetings in October. Sixty-one laid-off workers from Fisher Body Plants 21 and 40 began the three week RECAP training on October 25, 1983. Of these sixty-one participants, nine (14.7%) chose the option of retirement rather than to seek re-employment. A two-session retirement workshop was offered to these nine participants and their spouses. Fourteen additional laid-off workers who had not registered for RECAP also attended these special retirement sessions. Two (3.3%) of the original RECAP participants dropped out of the training. One moved to Florida. The other spoke very little English and was accepted by the Bureau of Vocational Rehabilitation.

Fifty participants (82.0%) finished the RECAP training. Of these fifty, forty chose to begin the JETS training the following three weeks.

Follow-up data of the employment status of the fifty RECAP participants as of April 10, 1984, indicates the following: forty (80.0%) of the

TABLE 6

Participant Placement Results of RECAP/JETS Training By Frequency and Percentage

(Status as of April 10, 1984)

Status (N=50)	Frequency	Percentage		Frequency	Percentage
			(N=40)		
Employed	40	80.0	Employed at other Fisher Body Plants	29	72.5
			Employed at other General Motors Plants	6	15.0
			Employed with other Companies	5	12.0
			(N=10)		
			Skilled Workers	3	30.0
Unemployed	10	20.0	Production Workers	7	370.0

Note: The Human Resources Development Area at Oakland University received word from the Fisher Body personnel department in June 1984, that the three unemployed skilled workers were re-employed, leaving seven production workers who are lined up for recall in July.

participants are employed full time; ten (20.0%) are still seeking work. Among the forty employed, 29 (72.5%) were employed at other Fisher Body Plants; six (15.0%) were employed at other General Motors Plants; five (12.0%) were employed at other companies. Among the ten still seeking work, seven are production workers and three are skilled workers. These results are presented in Table 6.

The re-employment of the large percentage of these workers at another General Motors facility is not explained by a routine recall of laid-off workers. General Motors employees are categorized by job title rather than skill. There is little flexability within this system for a worker classified in one category to fill a job in another category even though the worker may have the skills to carry out the job. As a result of assessing their skills, participants were able to see that their skills might fit into other job classifications. In this way, "master model builders" were able to initiate inquiries into the possibility of working as "metal model makers" and were subsequently hired in to openings which existed in other GM plants in the alternate job category. Crossing over into a new job classification would not have occured without the process of first assessing their skills and then initiating inquiries within other General Motors plants with the assistance of the respective personnel departments. Other participants obtained employment at other General Motors facilities outside the Detroit Area. Again, this was an opportunity that participants created for themselves. General Motors does not have a system which facilitates the initiation of such inquiries for the transfer of each laid-off skilled or production worker.

While the specific reasons for the unemployed status of each of the ten participants still seeking work have not been completely assessed, the

following factors are offered as possible explanations for their lack of success in becoming employed: lack of interest in working for less pay until benefits run out; lack of compatability between skills and available job openings, reluctance to accept employment with other than General Motors; reluctance or inability to relocate outside the Detroit Metropolitan area; lack of persistance in job search; emotional interference (depression, hostility) with job search; inability to apply job search skills to actual interview situations; the training failed to address their particular needs or circumstances. Any one or any interaction of the above factors could result in a failure to obtain employment.

SUMMARY AND RECOMMENDATIONS

Summary of Results

Responses from participants on the Total Program Evaluation (RECAP and JETS) showed very positive evaluations of the assistance given in planning an appropriate career goal and in acquiring the skills to reach that goal. Results substantiated the effectiveness of trainers and facilitators (group leaders chosen from among the laid-off workers). The written material in the participant training manual was evaluated positively as were audio-visuals. The program coordination provided by Plant 21 was evaluated very favorably. A comparison of results of RECAP and JETS indicated a higher positive evaluation of RECAP (structured skill training exercises) than of JETS (individualized application of job search skills and exploration of education and training opportunities).

Results of Evaluation of RECAP attest to the overall value, usefulness, and importance of the RECAP training. Participants perceived RECAP training as generally stimulating, interesting and personalized. Materials and activities were appropriate, with a few noted exceptions. Results indicated that the training was presented in a way that participants could understand. There were very positive reactions to the use of trainers and facilitators and to the personal qualities of these specific trainers and facilitators. All participants felt that RECAP training would or might help them get a job. Participants benefitted from identifying their skills and developing a resume. Small group training provided supportive benefits. Many participants reported a subjective increase in self-confidence and morale as a result of

participating in the training.

Results of Evaluation of JETS likewise attested to the overall value, usefulness and importance of the JETS training. Participants perceived JETS training as generaly stimulating, interesting and personalized. Most felt that JETS was helping or would help them get a job. Facilitators and trainers again received positive evaluations, both quantitatively and qualitatively. Participants benefitted from the opportunities to apply the skills learned in RECAP.

Comparison of the pre-test and post-test results of the Job Search Skills Test indicated a strong increase in knowledge of effective job search practices over the three-week RECAP training.

Comparison of pre-test and post-test results of the State Trait Anxiety Inventory indicated a slight trend toward lowered anxiety in the participants as a group.

Placement results indicate that 61 displaced workers began the RECAP training. Nine participants chose to retire rather than to seek re-employment. Two dropped out of RECAP training. Forty obtained employment, and ten were still seeking employment as of April 10, 1984.

Summary of Effective Training Practices

From both quantitative and qualitative results of program evaluation, the characteristics of the RECAP/JETS program which seem to contribute to successful results are:

1. Involvement of all parties (union, corporation, and university) from the beginning in the planning and the establishment of joint decisions.

2. Use of peer facilitators to conduct the outreach and recruitment of participants, to reduce barriers, to maintain full attendance and participation, and for day-to-day support and encouragement throughout the program. Care in choosing effective facilitators is extremely important.

3. A caring/counseling-related approach with high professional competence and attention to the processes which help people to deal with significant loss and to change from an emotional state which may include confusion, depression, anger, and feelings of failure to a more positive state in which there is an understanding of career alternatives and the development of effective skills for use in the attainment of life/work goals.

4. Use of small groups throughout training to enhance learning, support, and change while maximizing participation, discussion and informality.

5. Assignment of a counselor to the program for the purpose of individual consultation, testing and referral to community resources.

6. Follow-up of the participants at specified intervals to provide further assistance as necessary.

7. Utilization of existing resources with strong cooperation from Fisher Body Division - General Motors, the United Auto Workers, the Michigan Employment Security Commission, local community colleges, unions, the Michigan Department of Education Vocational and Technical Education Service, local school districts and local human service agencies.

Conclusions

1. The most significant evidence of the success of the RECAP/JETS program delivered for Fisher Body plants 21 and 40 dislocated workers was illustrated through the comments which they made regarding the effect the program had on their self-understanding, attitudes, motivation, and skill in carrying on with life (See Appendix B, Appendix C, and Appendix D). Improvement is expressed in the following areas:
    a. increased feelings of self-worth and the recognition of employable skills,
    b. the reduction of stress and feelings of guilt,
    c. improved attitudes toward the organization and reduction of self-defeating behavior,
    d. effectiveness in the complex process of seeking and obtaining employment,
    e. improved communication with family and peers and a more cooperative approach to problems and decision-making.
2. It is not clear how many participants became satisfactorily employed as

a result of RECAP/JETS who would have not otherwise have been as successful. Since employment in the auto industry has currently picked up, perhaps some would have been called back anyway. However, several participants believe they have received better treatment because of their own improved skill in approaching employers within the corporation and that they have psychologically healed wounds and have determined a direction in life which has been a major personal improvement.

3. Approximately 60% of the participants were not willing to seek work outside of the General Motors Corporation. Therefore, the staff created a new option under the JETS program. With major assistance from the local personnel department and union, informal discussion sessions were set up at various plants for small groups of participants to survey current and potential placement openings. They visited other Fisher Body and General Motors facilities in south-eastern Michigan. This proved to be a highly positive experience since the personnel department staffs at each plant were so helpful in response to the participants and the participants gained confidence in applying the interviewing and surveying skills they had just learned.

The participants discovered that many of their skills were transferrable to other job classifications where openings existed within the corporation. It also became more evident that the manpower information system did not contain details of hourly workers' skills and competencies and that the negotiated contract between UAW and GM was not equipped to deal effectively with the reassignment of dislocated workers in certain respects.

Recommendations

As a result of program evaluation, the following additional recommendations are offered:

1. A more coherent approach should be taken to reduce stress. This might consist of combining muscle group relaxation, imagery, cognitive, attitudinal and informational approaches. Stress reduction should be addressed daily throughout the training.

2. Screening should be improved regarding the effectiveness and knowledge of resource speakers and the content of their presentations prior to delivery.

3. Other training formats could be utilized. The same training could be less intensified and offered over a longer period. Shorter sessions each day might maintain interest more and a longer period of training might prove to be more effective in terms of stress reduction, increase in self-esteem, and carry over of skills.

4. Some participants needed more practice and supervision in using skills during JETS. More use of video-tape recorded practice and critique for interviewing training is strongly recommended. One video-tape recorder and camera unit, one trainer, and one peer facilitator is needed for each group of twelve participants.

5. During future program deliveries, additional areas of measurement and evaluation of the target population might include changes in the following: self-concept, additional measures of stress or anxiety level and/or career maturity.

APPENDICES

APPENDIX A:
EVALUATION INSTRUMENTS

1. Total Program Evaluation
2. Evaluation of RECAP
3. Evaluation of JETS
4. Job Search Skills Test
5. State-Trait Anxiety Inventory

APPENDIX A #1

Social Security No. _____

OAKLAND UNIVERSITY
RECAP/JETS PROGRAM
For UAW Local 157 and Fisher Body Division - GM Plant 21

TOTAL PROGRAM EVALUATION BY PARTICIPANTS
(RECAP AND JETS)

1. Approximately how many weeks of the total program (RECAP and JETS) did you attend? (Check the closest answer)

___ 6 weeks
___ 5 weeks
___ 4 weeks
___ 3 weeks
___ 2 weeks
___ 1 week

For the next group of questions, rate each item according to how you perceived its value. Circle the letter under each column that most closely describes that value. If you did not participate in the activity, circle "E".

	Excellent	Good	Fair	Poor	Doesn't apply
2. Rate the assistance this program gave you in planning an appropriate personal career goal.	A	B	C	D	E
3. Rate the assistance this program gave you in acquiring the skills (job search skills, etc.) to reach your goal.	A	B	C	D	E
4. Rate your progress in reaching your goal.	A	B	C	D	E
5. Rate the trainers' ability.	A	B	C	D	E
6. Rate the value of using facilitators.	A	B	C	D	E
7. Rate the written material.	A	B	C	D	E
Rate the audio visuals: 8. "You Can Surpass Yourself"	A	B	C	D	E
9. Job Club tape (Bill Moyer's Journal)	A	B	C	D	E
10. Rate the VIESA test.	A	B	C	D	E
11. Rate the value of the Michigan Occupational Information System (MOIS)	A	B	C	D	E
12. Rate the value of using Job Bank Openings.	A	B	C	D	E

	Excellent	Good	Fair	Poor	Doesn't apply
13. Rate DISC II	A	B	C	D	E
Rate the following outside speakers:					
14. Michigan Employment Security Commission (MESC)	A	B	C	D	E
15. UAW	A	B	C	D	E
16. Oakland Community College	A	B	C	D	E
17. Macomb Community College	A	B	C	D	E
18. Wayne Community College	A	B	C	D	E
19. GM speakers	A	B	C	D	E
20. Rate the coordination by the Plant 21 personnel department	A	B	C	D	E
21. Rate your reaction to holding the training sessions at Plant 21 (as opposed to some other location)	A	B	C	D	E
22. In general, how good was the help you got from the total program?	A	B	C	D	E

23. Would you recommend this program to certain friends and co-workers who would be in a position to gain in their life/work planning? (Check one)

___ Definitely ___ Maybe ___ No

24. Please state the career goal that you planned for yourself.

25. What was the best help you received during the total RECAP/JETS program?

26. What was the next best outcome of the total RECAP/JETS program for you?

27. Were there parts of the total program which could be eliminated or reduced? Which parts?

28. What suggestions do you have for additional content in this program?

29. Please complete the following sentence: If I were to describe this program to some other interested person, I would say

30. Please write any additional comments you have. Thank you very much for your help. We will summarize these responses and present them to the UAW and FBD. However, individual responses will be kept confidential. (Use the back of this sheet)

Evaluation of RECAP

1. How many days did you attend RECAP? _____

2. How useful was the training to you?

   _____ Very useful
   _____ Somewhat useful
   _____ Not useful

3. What do you think about the length of the training?

   _____ Too long
   _____ About right
   _____ Too short

4. In terms of the materials and activities, would you say that the training was:

   _____ Excellent
   _____ Very good
   _____ Good
   _____ Fair
   _____ Poor

5. Was the training presented in a way that you could understand?

   _____ Yes
   _____ Mostly
   _____ No

6. How helpful were your facilitators and trainers?

   _____ Very helpful
   _____ Somewhat helpful
   _____ Not very helpful

7. Do you think this training will help you to get a job?

   _____ Definitely
   _____ Maybe
   _____ Probably not

8. What did you like most about the RECAP training?

9. What did you dislike most about the RECAP training?

Put an X in the box that best describes your reaction to this training. If your feeling is extremely close to one of the words, mark A or E. If your feeling is not extreme but is strong, mark B or D. If your feeling is in the middle, mark C.

The training has been:

	A	B	C	D	E	
worthless						valuable
unimportant						important
dull						interesting
useful						useless
boring						stimulating
personal						impersonal

APPENDIX A #3

Evaluaton of JETS

1. Of the 10 days of JETS, approximately how many days did you attend?_____

2. How useful was the JETS to you?

   _____ Very useful
   _____ Somewhat useful
   _____ Not useful

3. What do you think about the length of JETS?

   _____ Too long
   _____ About right
   _____ Too short

4. In terms of the activities, would you say that JETS was:

   _____ Excellent
   _____ Very good
   _____ Good
   _____ Fair
   _____ Poor

5. How helpful were your facilitators and trainers during JETS?

   _____ Very helpful
   _____ Somewhat helpful
   _____ Not very helpful

6. Do you think JETS helped or is helping you to get a job?

   _____ Definitely
   _____ Maybe
   _____ Probably not

7. What did you <u>like</u> most about JETS?

8. What did you <u>dislike</u> most about JETS?

Put an X in the box that best describes your reaction to JETS. If your feeling is extremely close to one of the words, mark A or E. If your feeling is not extreme but strong, mark B or D. If your feeling is in the middle, mark C.

JETS was:

	A	B	C	D	E	
worthless						valuable
unimportant						important
dull						interesting
useful						useless
boring						stimulating
personal						impersonal

Job Search Skills Test

Please answer the following questions to the best of your ability. Choose one answer for each question.

1. The best resume format to use when your career direction is clear and the job target is directly in line with your work history is which of the following?

   a. long version
   b. short version
   c. chronological
   d. functional

2. The best resume format to use in cases of career change or redirection, first job search, or re-entry into the job market is which of the following?

   a. long version
   b. short version
   c. chronological
   d. functional

3. Marketing by word of mouth or surveying for potential employers defines what skill?

   a. mentoring
   b. networking
   c. playing politics
   d. using the "grapevine"

4. Which of the following is <u>not</u> an assertive approach to job search?

   a. Expressing what you feel about the work you want to do.
   b. Competing aggressively to give yourself any possible edge.
   c. Taking those actions necessary to put you in touch with people and situations which can meet your job needs.
   d. Asking for information, advice and referrals to others.

5. Standing up for oneself in such a way that the rights of the other person are violated in the process defines what behavior?

   a. nonassertion
   b. assertion
   c. aggression
   d. one-upmanship

6. Choose the best response to this job interveiw situation. "I understand your job at GM has been terminated for now. We're a small company and our position is that we don't want to invest in time and money on your training and have you return to GM".

   a. "Okay, well thank you for your time."
   b. "I can appreciate your position but I prefer your company and I can assure you that with me you'll be making a sound investment."
   c. "Your position is very short-sighted. I'd be a terrific asset to your company. If you can make the package good enough, I won't want to return to GM."
   d. "You're just like all the others. You know where you can go!"

7. Choose the one positive approach to job interviewing from the group below:

   a. Impress the interviewer with all the facts and figures about the orgainization that you can get into the conversation.
   b. Show enthusiasm for the company and the job opening.
   c. Take over the interview. You ask the questions.
   d. Talk as little as possible. Answer only the questions the interviewer asks.

8. Which of the following questions is considered an illegal question for an interviewer to ask?

   a. "What are your plan for the future?"
   b. "How much would you expect to be paid?"
   c. "Why should you be successful in this position?"
   d. "Have you ever been unemployed for two months or longer?"

9. Which of the following is not a good job search approach?

   a. Asking the employer for the job you want.
   b. Telling the interviewer you are desperate and must have this job.
   c. Following up with a phone call or a letter after an interview.
   d. Asking the interviewer questions about the position.

10. All except one of the following inquiries are illegal inquiries prior to employment. Which one below is acceptable to ask?

   a. Requirement that applicant attach a photograph to applicant form.
   b. Request applicant to state his/her residency.
   c. Any inquiry asking specifically the nationality, racial or religious affiliation.
   d. Requirement that applicant produce proof of age.

11. Which of the following occupations is expected to grow the fastest in Michigan between now and 1990?

a. fitters, pipelayering
b. guards
c. ceiling tile installers, floor layers
d. correction officers and/or jailers
e. data processing machine mechanics

State-Trait Anxiety Inventory
A-Trait Form

Name _____ Date _____

DIRECTIONS: A number of statements which people have used to describe themselves are given below. Read each statement and then circle the appropriate number to the right of the statement to indicate how you generally feel.

There are no right or wrong answers. Do not spend too much time on any one statement to describe how you generally feel.

		Almost Never	Sometimes	Often	Almost Always
1.	I feel pleasant	1	2	3	4
2.	I tire quickly	1	2	3	4
3.	I feel like crying	1	2	3	4
4.	I wish I could be as happy as others seem to be	1	2	3	4
5.	I am losing out on things because I can't make up my mind soon enough	1	2	3	4
6.	I feel rested	1	2	3	4
7.	I am "calm, cool, and collected"	1	2	3	4
8.	I feel that difficulties are piling up so that I cannot overcome them	1	2	3	4
9.	I worry too much over something that really doesn't matter	1	2	3	4
10.	I am happy	1	2	3	4
11.	I am inclined to take things hard	1	2	3	4
12.	I lack self-confidence	1	2	3	4
13.	I feel secure	1	2	3	4
14.	I try to avoid facing a crisis or difficulty	1	2	3	4
15.	I feel blue	1	2	3	4

16.	I am content	1	2	3	4
17.	Some unimportant thought runs through my mind and bothers me	1	2	3	4
18.	I take disappointments so keenly that I can't put them out of my mind	1	2	3	4
19.	I am a steady person	1	2	3	4
20.	I get in a state of tension or turmoil as I think over my recent concerns and interests	1	2	3	4

REFERENCES

Amundson, N. E. and Borgen, W. A. The dynamics of unemployment: Job loss and job search. Personnel and Guidance Journal, 1982, 60, 562-564.

Herzberg, F. Work and the nature of man. New York: World Publishing Co., 1966.

Maslow, A. H. Toward a psychology of being (2nd ed.). Toronto: D. Van Nostrand Co. (Canada) Ltd., 1968.

Nordlinger, S. E. Detroit's recession involves 'megajobs'. The Baltimore Sun, January 26, 1982.

Spielberger, C.D.; Gorsuch, R.L.; and Loskene, R.E. The state-trait anxiety inventory: Test manual for form X. Palo Alto, California: Consulting Psychologists Press, 1968.

Taylor, A. L. III. The growing gap in retraining. Time, March 28, 1983.

DOC 0903 B